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GUIDELINES AND PROCEDURES: DIRECTED WORK-EXPERIENCE PROGRAMS IN VOCATIONAL AGRICULTURAL EDUCATION.

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The growing demand for increased diversification of programs and greater specialization in work experience for students of vocational agriculture has created a need for sound teacher guidelines for initiating, establishing, and administering a vocational education program that combines the benefits of school instruction, on-the-job training, and remunerated work experience. The 38 guidelines are reported under headings of: (1) Fundamental Considerations, (2) Initiating a Directed Work-Experience Program, (3) Operating a Directed Work-Experience Program, and (4) Legal Requirements. Explanatory information is listed for each of the guidelines and supplementary material includes a list of related references. Related documents are available as VT 005 938, VT 005 939, and ED 019 494. (DM)

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GUIDELINES
and
PROCEDURES:

Directed Work-Experience Programs
in
Vocational Agricultural Education

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TENTATIVE GUIDELINES AND PROCEDURES FOR DIRECTED WORK-EXPERIENCE PROGRAMS IN EXPANDED VOCATIONAL EDUCATION OFFERINGS IN AGRICULTURE

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PREFACE

A contemporary trend in vocational education in agriculture is its extension to the training and preparation of students in the knowledge and skills required in off-farm agricultural occupations. A growing economy and an expanding technology have increased the demand in emerging occupations and in established occupations for personnel whose basic technical knowledge and skills in the agricultural sciences are applicable to a variety of industrial, commercial, and public service settings. Because the basic principles of the vocational education movement have long been fundamental to conventional production farming programs in agricultural education, it is quite natural to look to the increasingly widespread concept of directed work-experience as a framework for expanded offerings in vocational agricultural education.

This manual has been prepared specifically to help teachers of vocational agriculture meet the growing demand for increased diversification of programs and greater specialization in work experience for students. It is essentially a step-by-step guide to the initiation, establishment, and administration of a vocational education program that combines the benefits of:

1) school instruction in academic subjects, in technical subjects having occupational significance, and in specific occupational skills;

2) on-the-job training under competent supervisors in the student's area of specialization;

3) remunerated work-experience in an environment conducive to the acquisition of the social skills and work habits expected of the worker in our society.

The resources from which the guidelines and procedures have been drawn and integrated into the manual represent the fruit of the experience of vocational educators in several fields—distributive education, technical and industrial education, business education, home economics education, as well as general and specialized areas of agricultural education. The guidelines represent an organized, detailed synthesis of time-tested principles with promising practices that have been applied with success in

innovative programs. In preparing the manual its authors have sought out and relied heavily upon the experiences of teachers who are confronted with the daily responsibility of conducting directed work-experience programs. Stress has been laid upon practices that teachers have found to be workable in solving the problems that confront them. And the focus on these problems has been sharpened by extensive interviewing of teacher-coordinators and vocational education administrators across the country. The manual is not, in other words, the product of armchair speculation about vocational education; it is the product of empirical inquiry and experiential data.

The skeleton-outline format of the guidelines and procedures serves a clear and practical purpose. First, it necessitates a brief and unambiguous refinement of statements. While it concentrates on specific issues, its brevity also makes possible an integrated view of the whole picture that an extended and repetitious text might tend to obscure. In the authors' view the manual can be likened to a blueprint for a functional structure that is adapted to the terrain. Embellishments do not alter the essential characteristics of the blueprint. Embellishments would, in fact, damage functional efficiency, if the clarity of the blueprint were obscured or sacrificed. The manual is not designed to educate the teacher in the principles and philosophy of vocational education, nor to admonish him regarding his professional duties and obligations, and least of all, to provide an aesthetic experience. It is purely and simply a guide to practice. In fact, whatever the manual's weaknesses, its strength is that the orientation of the guidelines is behavioral and objective. In addition to clarification of goals and practices, a further purpose is thereby served. The use of the practices and the extent of their application can be determined with considerable accuracy and can be directly compared with such specific and relevant outcomes as acquisition of information, attainment of basic functional skills, and job performance criteria. One significant effect of this can be greater freedom from reliance on inexact and almost wholly subjective standards.

The guidelines and procedures presented herein are classified by the authors as *tentative* because their utility and effectiveness in functioning programs are currently under empirical investigation. Eighteen schools located in the northeastern states have been selected to try out the guidelines and procedures for one year beginning July 1, 1966. The teachers in these schools will make a concerted effort to implement the guidelines and procedures to test their effectiveness. The criteria of their effectiveness will

be the results achieved with their use in real school situations. The criteria include: (1) evaluation of the effectiveness and workability of the guidelines and procedures by teachers, employers, students, and parents; (2) levels of achievement in skills and knowledge learned in school and on the job; (3) employer ratings of students' performance on the job; (4) students' ability to secure and maintain employment after graduation. The try-out and evaluation of the guidelines and procedures are expected to require modifications to meet the demands of practical necessity. A revision in accord with these findings will be prepared and published for general distribution, it is hoped, by 1968.

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August 19, 1966

I. FUNDAMENTAL CONSIDERATIONS

A. The major purpose of the directed work-experience program is to prepare students for careers in one or more of the areas of off-farm agricultural occupations.

1. The main areas of off-farm agricultural occupations are:
   a. Agricultural business.
   b. Agricultural mechanization.
   c. Conservation, forestry, and outdoor recreational facilities.
   d. Ornamental horticulture.
2. The major purpose of the directed work-experience program is achieved by:
   a. Providing occupational training in specific skills, understandings, and attitudes important in one or more areas of off-farm agricultural occupations through an integration of school and employment experiences.
   b. Providing occupational training in one or more areas of off-farm agricultural occupations that will result in the formation of desirable work habits, favorable attitudes toward work, and understanding of employers and co-workers.*

B. The secondary purpose of the directed work-experience program is to assist students in achieving the general educational objectives of the secondary school.

1. Students are guided in making educational and vocational choices through:
   a. Exploration of interest.
   b. Discovery of talents and aptitudes.
   c. Opportunity for the development of skills.
   d. Experience in the world of work.

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* Adapted from Mason, R. E. & Haines, P. G. *Cooperative Occupational Education and Work-Experience in the Curriculum.* Danville: Interstate Printers & Publishers, 1965, p. 61.

2. Emotional maturity fostered in the development of:
   a. Psychological independence.
   b. Self-confidence.
   c. Acceptance of adult responsibility.
   d. Other desirable personality and character traits.
3. Social experiences provided help the student to:
   a. Appreciate the dignity of labor.
   b. Appreciate the economic order.
   c. Understand and function in an adult environment.
   d. Develop an ability to work with others.*

C. The directed work-experience program is planned to meet the needs of students who have made at least a tentative vocational choice in one of the areas of off-farm agricultural occupations.

The program is usually open to any student enrolled in a course of study in one or more of the areas of off-farm agricultural occupations.

D. The directed work-experience program normally takes place in the out-of-school, remunerative, commercial settings of the off-farm agricultural occupations.

1. Employment of the student in an agricultural business or industry is assumed to be the best setting for achieving the purposes of the program.
2. The home or home farm is usually an inappropriate setting for the directed work-experience program.
3. Some schools may find it possible to provide directed work-experience in off-farm agricultural occupations that is similar to that found in commercial settings.
4. Legal requirements must be met.

E. Directed work-experience takes place during the junior and/or senior year.

1. Potential maturity and responsibility of students are important ingredients in the success of directed work-experience programs.
2. Curricula tend to be more specialized in the later years at high school.

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* Mason & Haines, *op. cit.*, p. 61.

F. The course work at school and directed work-experience are closely coordinated.

1. The course work at school is directly related to the work of the student's training placement.
2. A part of the course work includes discussion of problems encountered by students on the job.
3. Where it is necessary for some students to obtain all of their directed work-experience during the summer, a part of the course work will be given prior to job experience.
4. The directed work-experience program is coordinated by the teacher of agriculture who teaches the course work. Combining the teaching and coordinating roles in a single person insures:
   a. The opportunity for the most effective and efficient follow-up instruction.
   b. A stronger basis for instruction and guidance as a result of observation of the student in school and on-the-job.
   c. The technical competence of the coordinator in the students' area of subject-specialization.
   d. Fewer slip-ups in the mechanics of coordination.

G. Directed work-experience is of sufficient duration to provide the student with opportunity to develop a variety of competencies essential in the occupational area of his choice.

1. *It is* recognized that individuals placed in various commercial businesses may profit in varying degrees from any given amount of directed work-experience.
2. Three hundred hours per student is believed to constitute an optimum amount of directed work-experience in off-farm agricultural occupations.
3. However, there is sufficient lack of agreement to warrant a trial of ½ the optimum number of hours.

H. Credit given for directed work-experience is consistent with that given in the local school for similar programs in other vocational fields.

1. Granting of ½ unit of credit for 300 hours of work-experience is common practice in many schools.

2. Whether credit for work-experience is entered separately or as a part of course work on school records is determined by local school policy for similar programs in other vocational fields.

I. Certain conditions are essential to the success of a local directed work-experience program.

1. Understanding and support of the administration.
2. Understanding and support of the guidance counselors.
3. Understanding and support of the faculty.
4. A sufficiently large school population from which to draw students.
5. Expressed student interest in directed work-experience.
6. A sufficient number of training opportunities in the patronage area of the school.
7. A qualified teacher-coordinator who combines technical competence with coordinating aptitudes and human relations skills.
8. A teacher-coordinator's schedule of time and duties which will allow for program coordination within the normal work week.

II. INITIATING A DIRECTED WORK-EXPERIENCE PROGRAM

A. The directed work-experience program is planned in advance with school personnel.

1. The school administration is involved in:
   a. Granting permission for the program to operate.
   b. Establishing policies for a directed work-experience program.
2. Guidance counselors are involved in:
   a. Developing criteria and procedures for the selection of students.
   b. Referral of students who may be interested in the program.
   c. Planning student schedules.
   d. Referral of information to the teacher-coordinator about prospective cooperating employers.
3. School policy is established in advance concerning:
   a. Selection of students.
   b. A system of early excuses.
   c. The coordinator's duties.

d. The coordinator's time allotment.

e. Transportation of students to and from work-experience placement.

4. Plans for the directed work-experience program are brought to the attention of the faculty in advance of its implementation through such formal channels as faculty meetings and printed memos.

B. The agricultural business community is involved in advance planning for a directed work-experience program.

1. Key figures from agricultural business, agricultural industry, and local employment service are involved with school personnel in exploring the feasibility of the directed work-experience program.
2. Informal procedures are used to involve the agricultural business community in advance planning.
3. Reasonable assurance of support by the agricultural business community is obtained prior to initiation of the directed work-experience program.

C. The services of a local advisory board are utilized in initiating the directed work-experience program.

1. Nominations for membership are made by the teacher-coordinator, the school administrator, and the board of education.
2. The advisory board is appointed by the board of education.
3. The members are informed of their appointment by letter from the local board of education.
4. Membership is composed of:
   a. Several persons who represent those areas of agricultural business and industry most closely related to the instructional program and who may employ students for directed work-experience; e.g., nurserymen, greenhouse operators, turf-managers, etc., for Ornamental Horticulture programs.
   b. The local representative of State Employment Service.
   c. The school administrator and the teacher-coordinator as *ex officio* members.
5. The advisory board assists in the performance of the following tasks in connection with the directed work-experience program:
   a. Advising on the training needs of students.
   b. Advising on problems arising in the initiation of the program.

c. Advising on opportunities for placement in directed work-experience.
d. Advising on operating procedures.
e. Advising on public relations.
f. Advising on evaluation.

6. The advisory board utilizes the following procedures:
   a. Prepare an agenda in advance of each meeting.
   b. Elect a chairman and secretary.
   c. Keep and distribute minutes.
   d. Conduct brief meetings.
   e. Establish rules and practices for conducting meetings.
   f. Start and end group meetings on time.
   g. Arrive at recommendations in group meetings.

D. All students are informed of the opportunity to participate in a directed work-experience program.

1. Articles in the school papers.
2. Talks by the teacher-coordinator to groups of students, where appropriate.
3. Personal contacts of teacher-coordinator with students.
4. Personal contacts of teacher-coordinator with parents.
5. Referral of students to teacher-coordinator by guidance counselors.
6. Printed brochures.

E. Students who are most likely to benefit are selected to participate in the directed work-experience program.

1. Criteria for the selection of students are determined with the guidance department.
2. Procedures for the selection of students are worked out with the guidance department.
3. The agreed-on criteria and procedures for the selection of students are followed.
4. The teacher-coordinator has the prerogative of interviewing and advising any applicant for admission to the directed work-experience program.

5. The teacher-coordinator has the prerogative to request the removal of a student from the program.

F. Parents are involved in planning for the directed work-experience program of their sons and daughters.

1. Parents are consulted and give permission before students are admitted to the directed work-experience program.
2. Personal contacts are made with parents to:
   a. Inform them.
   b. Obtain necessary permissions.
   c. Encourage and obtain parental cooperation.
   d. Help the teacher-coordinator develop a better understanding of the student.

G. The students' class schedule is planned during the school year previous to participation in the directed work-experience program.

1. The teacher-coordinator works closely with the guidance counselor in this connection.
2. The schedules of students planning to participate in directed work-experience are planned in advance of computerized scheduling.

H. Appropriate business settings are selected for the placement of students in the directed work-experience program.

1. The advisory board recommends potential employers.
2. The teacher-coordinator visits their places of business and interviews the potential employers to:
   a. Develop a closer working relationship.
   b. Acquaint them with the general nature and scope of the program.
   c. Determine which potential training establishments can provide training which meets the essential criteria.
   d. Acquaint them with the responsibilities of participating employers.
   e. Discover whether or not they wish to participate in the program.
3. The teacher-coordinator selects training establishments which meet the following criteria:
   a. The employer is willing to participate.
   b. The employer is interested in the welfare of the student.

c. On-the-job supervision is likely to be adequate.
d. The job will contribute significantly to career preparation.
e. The employer is willing to comply with all legal requirements pertaining to the employment of youth.
f. A varied work-experience is available.
g. The job is of suitable duration.
h. The personal qualities of the on-the-job supervisor are suitable.

I. The public is informed of plans for the directed work-experience program.

1. Releases are made to the press.
2. Releases are made to local radio and television stations.

III. OPERATING A DIRECTED WORK-EXPERIENCE PROGRAM

A. Favorable learning situations are established at the training establishments before student-workers are interviewed by employers.

1. The teacher-coordinator invites employers whose businesses meet the selection standards to participate in the current year's program and obtains their verbal agreement to serve.
2. The teacher-coordinator and the employer discuss competencies required of employees in the business.
3. The employer and the teacher-coordinator agree on the work activities to be engaged in by the student in his work-experience program.
4. An on-the-job supervisor is assigned to work closely with the student worker.
5. The employer is acquainted with the teacher-coordinator's plans for placing student-workers.

B. Normal hiring procedures are followed in the placement of students.

1. The teacher-coordinator is responsible for teaching the students how to conduct themselves in an interview.
2. The teacher-coordinator selects to interview for specific jobs students whose capabilities and interests match the requirements of available opportunities.

3. More than one student interviews for each job, whenever possible.
4. The employer conducts interviews and makes the final choice of students to be employed at his training establishment.
5. The terms of employment are recorded and agreed to by the employer, the student, the parents, and the teacher coordinator.

C. School instruction is adapted to student needs on the job.

1. Priority is given to developing those competencies which are deemed to be primary to success on the job.
2. The sequence of instruction is arranged to meet best the needs of students in the directed work-experience program.
3. The work standards required in school settings are at least as high as those needed for actual performance on the job.
4. Problems anticipated or encountered by students on the job have an important place in instruction.
5. The teacher-coordinator enlists the aid of community resource persons in assessing curricular content, to adapt the curriculum to student needs on the job.

D. Safety instruction is provided by the school.

1. The safety instruction given deals with the situations in which the students will work both at school and on-the-job.
2. Safety instruction places emphasis on developing both knowledge of safe procedures and wholesome attitudes.
3. Safety instruction is given prior to placement of students for work-experience.

E. The student worker receives special orientation to his new job.

1. Prior to starting work the employer and/or supervisor discuss the job and duties in detail with the student.
2. The employer or supervisor informs the student of employer regulations pertaining to employees, including:
   a. Reporting to and leaving work.
   b. Dress.
   c. Personal conduct.

d. Payment of wages and deductions from wages.
e. Vacation and sick leave.
f. Insurance coverage and procedures in case of accidents.
g. Other employer regulations.

3. The on-the-job supervisor
   a. Provides close supervision during the early days of placement on the job.
   b. Engages in frequent observation throughout the duration of the student's directed work-experience program.
   c. Resumes close supervision at any time, as the need arises, for instructional or corrective purposes.
   d. Exhibits an interest in helping the student to acquire the specialized skills of the occupation.
4. The teacher-coordinator visits the training establishment during the orientation period, observes the student on-the-job, and assists with problems that arise.

F. Coordination visits are made by the teacher-coordinator.

1. During coordination visits the teacher-coordinator:
   a. Observes the student at work.
   b. Obtains the on-the-job supervisor's evaluations of the student's progress.
   c. Learns what instruction the student needs in school to improve job performance.
   d. Determines the student's progress with respect to acquiring occupational competencies on the job.
   e. Ascertains the employer's degree of satisfaction with the student's performance.
   f. Determines the student's degree of satisfaction with his situation.
   g. Observes the work environment for hazardous conditions and dangerous practices and tactfully calls them to the employer's attention.
2. The teacher-coordinator demonstrates tact and sensitivity to the business environment by:
   a. Visiting at times agreeable to the employer.
   b. Being efficient.
   c. Interfering as little as possible with the business operation.

d. Limiting discussions with employers and on-the-job supervisors to their free moments.

e. Expressing appreciation.

3. The teacher-coordinator visits each student on the job at least once a month during periods in which the student is engaged in full-time employment.

4. The teacher-coordinator visits each student on the job at least once every two months during periods in which the student is engaged in part-time employment.

5. The teacher-coordinator records pertinent information for each visit made, including:

   a. Name, date, miles travelled, and purpose of visit.

   b. A summary of observations; e.g., instructional needs, employer suggestions, etc.

G. Periodic employer ratings contribute to student grades.

1. The employer's report includes items pertinent to the evaluation of:

   a. Courtesy

   b. Cooperation

   c. Initiative

   d. Attitude toward work

   e. Appearance

   f. Ability to follow instructions

   g. Job performance.

2. The rating scale used by employers is composed of the intervals: Excellent (1), Good (2), Fair (3), Below average (4), and Unsatisfactory (5).

3. Report forms are provided to the employer periodically.

4. Employer's reports are completed by the employer.

5. If the employer delegates the task of rating the student to a supervisor, the employer personally endorses the supervisor's report.

6. The employer is encouraged to maintain a record of reports in his employee files.

H. Students keep a record of their directed work-experience.

1. Student records include:

   a. Weekly time record.

b. Salary record.
c. Work activities engaged in.

2. Student records are kept on the job on forms provided by the school.
3. Students submit records to the teacher-coordinator.

I. The teacher-coordinator makes regular reports to local school administrators concerning:

1. Progress and achievements.
2. Problems.
3. Plans and recommendations.

J. Liaison is maintained with certain government agencies.

1. The nearest Labor Department office.
2. The nearest State Employment Service office.
3. The State Education Department.

K. The public is informed of the progress of the directed work-experience program.

1. The purpose of the public relations program is to inform the school and the community of:
   a. The need for,
   b. The purposes of,
   c. The method of operation, and
   d. The benefits and achievements of the directed work-experience program.
2. School personnel are kept informed of the directed work-experience program.
3. The teacher-coordinator makes every effort to develop and maintain a desirable relationship with local school administrators.
4. Public relations within the school and community utilize the "principle of involvement."
5. The school and the community are kept informed about the directed work-experience program through:
   a. Activities, i.e., advisory board participation, employer appreciation banquets, parent nights, utilization of faculty members as resource persons, FFA, etc.

b. News stories.
c. News pictures of students at work.
d. Success stories of alumni.
e. Speeches and use of 2 × 2 color slide presentations by teacher-coordinator before school and community organizations.
f. Radio and television.
g. Home visits.

L. Evaluation of the directed work-experience program is systematic and continuous.

1. Written appraisals are periodically sought from:
   a. Students.
   b. Employers.
2. Oral appraisals are periodically sought from:
   a. Advisory board.
   b. Parents.
   c. School administrators.
   d. Guidance director.
3. The teacher-coordinator uses a systematic procedure for the evaluation of the program.
4. The program is reviewed by the State Department of Education.
5. A follow-up of all participants is brought up to date at least annually.

IV. LEGAL REQUIREMENTS

A. All students in directed work-experience programs obtain employment certificates prior to starting work.

1. The employment certificate, commonly called "working papers," certifies that a student under 18 years of age is legally employed.
2. The employer is subject to two penalties if he allows a student under 18 years of age to work without an employment certificate.
   a. He is subject to fine, imprisonment, or both.
   b. In case of injury he pays double the amount of settlement, and he may be subject to an increase in compensation insurance rates.

3. The processing of employment certificates involves the following steps:
   a. The student obtains an application form from the school guidance office.
   b. The application is completed and signed by the employer, the physical examiner, a parent, and the student.
   c. The completed application is returned to the issuing officer and the employment certificate issued and presented to employer.
4. The nearest State Employment Service office will advise on any special state requirements.

B. Students in directed work-experience programs are, in nearly all cases, covered by social security.

1. Most workers are subject to the provisions of the Social Security Act.
2. Among those not covered are certain professional people, some government employees, employees of certain non-profit organizations, and students employed by a parent.
3. Students who do not have an account number, but plan to work in an occupation subject to social security, must obtain a social security number before they are paid for any work performed.
4. Applications are available from State Employment Service offices, post offices, and Social Security Field Officer.
5. Social Security provides the covered worker, his dependents and survivors with benefits equivalent to a partial replacement of his earnings as a result of the employee's retirement at or after age 62, or because of death prior to retirement.

C. Students in directed work-experience programs are not eligible for unemployment insurance.

D. Students are placed only with employers who carry workmen's compensation.

1. Workmen's compensation provides payment for necessary medical care and benefits to an employee disabled by injury or illness caused by his work.
2. It is based on the principle that an employer is responsible for physical disability that befalls any of his employees because of working conditions or the work assigned to him.

3. Exceptions include farm workers (unless the employer elects to come under the law), railroad workers, federal employees and workers in other groups with their own compensation programs.
4. Costs are borne by the employer.
5. In case of injury:
   a. The worker should get immediate medical or surgical treatment.
   b. The employee must inform the employer of accidental injury within 30 days and of disability due to occupational disease within 90 days.
   c. In case of death from occupational disease the family or dependents receive compensation.
6. The employer is liable only where negligence is proven.
7. Double compensation benefits for those under 18 years must be paid if negligence is proved.
8. For further information contact the local Workmen's Compensation Board.

E. Federal minimum wage regulations must be observed.

1. Every employer must pay the minimum hourly wage to each of his employees who are engaged in the production of goods for interstate commerce.
2. Industries engaged in interstate commerce must pay the minimum wage except when an exemption certificate has been secured from the Wage Determination and Exemption Branch of the Wage and Hour Division, U.S. Department of Labor.
3. A special student-learner certificate may be issued by the above office for a period not to exceed 12 months.
4. The nearest State Employment Service Office should be asked to advise on all problems in this area.

F. Student wages are subject to withholding for the Federal income tax.

1. The Bureau of Internal Revenue has responsibility for administration, assessment, and collection of all Federal revenue taxes.
2. Students should be informed that a percentage of their earnings will be withheld by the employer in accordance with regulations.

3. Specific information may be found in the Federal Income Tax Manual, issued yearly, or by contacting the nearest field office of the Internal Revenue Bureau.
4. In addition to Federal Income Taxes students may also be subject to withholding for state income tax or municipal payroll tax, depending on state or local conditions.

G. Directed work-experience programs are subject to employment limitations imposed by the Federal government.

1. The Walsh-Healy Public Contracts Act requires any contractor, manufacturing or furnishing goods or supplies for the Federal Government in an amount exceeding $10,000, to agree as one of the conditions of his contract, that he will not employ boys under 16 or girls under 18 on such work.
2. The Fair Labor Standards Act of 1938 was enacted by Congress to prevent the use of the channels of interstate commerce for perpetuating labor conditions detrimental to the health, efficiency, and well-being of workers and to prevent unfair methods of competition based on such labor conditions.
3. The Fair Labor Standards Act applies *only* to those industries dealing with interstate commerce.
4. Hazardous occupations are subject to a minimum employee age of 18 years under the Fair Labor Standards Act. Hazardous occupations have been designated by separate "Orders" in 13 areas of employment including:
   a. Manufacturing or storage occupations involving explosives (Order #1).
   b. Motor vehicle occupations (Order #2).
   c. Coal-mine occupations (Order #3).
   d. Logging and sawmilling occupations (Order #4).
   e. Power-driven woodworking machine occupations (Order #5).
   f. Occupations involving exposure to radioactive substances (Order #6).
   g. Power-driven hoisting apparatus occupations (Order #7).
   h. Power-driven metal forming, punching, and shearing machine occupations (Order #8).
   i. Occupations in connection with mining, other than coal (Order #9).

j. Slaughtering, meat packing, and rendering plant occupations (Order #10).

k. Power-driven bakery machine occupations (Order #11).

l. Occupations involved in the operation of paper products machines (Order #12).

m. Occupations involved in the manufacture of brick, tile, and kindred products (Order #13).

5. The hazardous occupations outlined in Orders #5, #8, and #12 were exempted from the limitations set by the Act (by amendments to the act in 1958) in the case of student learners enrolled in a cooperative vocational training program meeting certain specific conditions.

H. Directed work-experience programs are subject to a variety of legal requirements imposed by state governments.

1. Most states impose legal requirements in the following areas:

a. Employment certificates

b. Minimum wages

c. Hours of employment for minors

d. School attendance

e. Travel liability

f. Taxes

g. Anti-discrimination

h. Occupations requiring licensure

i. Prohibited occupations.

2. The teacher-coordinator must be knowledgeable about legal requirements in his state.

3. Sources of information:

a. Publications of State Labor Departments dealing with employment of minors.

b. Nearest Labor Department office.

c. Nearest State Employment Service office.

d. State Education Department.

Related References

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